

Final Countdown

This strategy helps students identify a very few essential elements of a passage they have read.

Teacher Preparation:

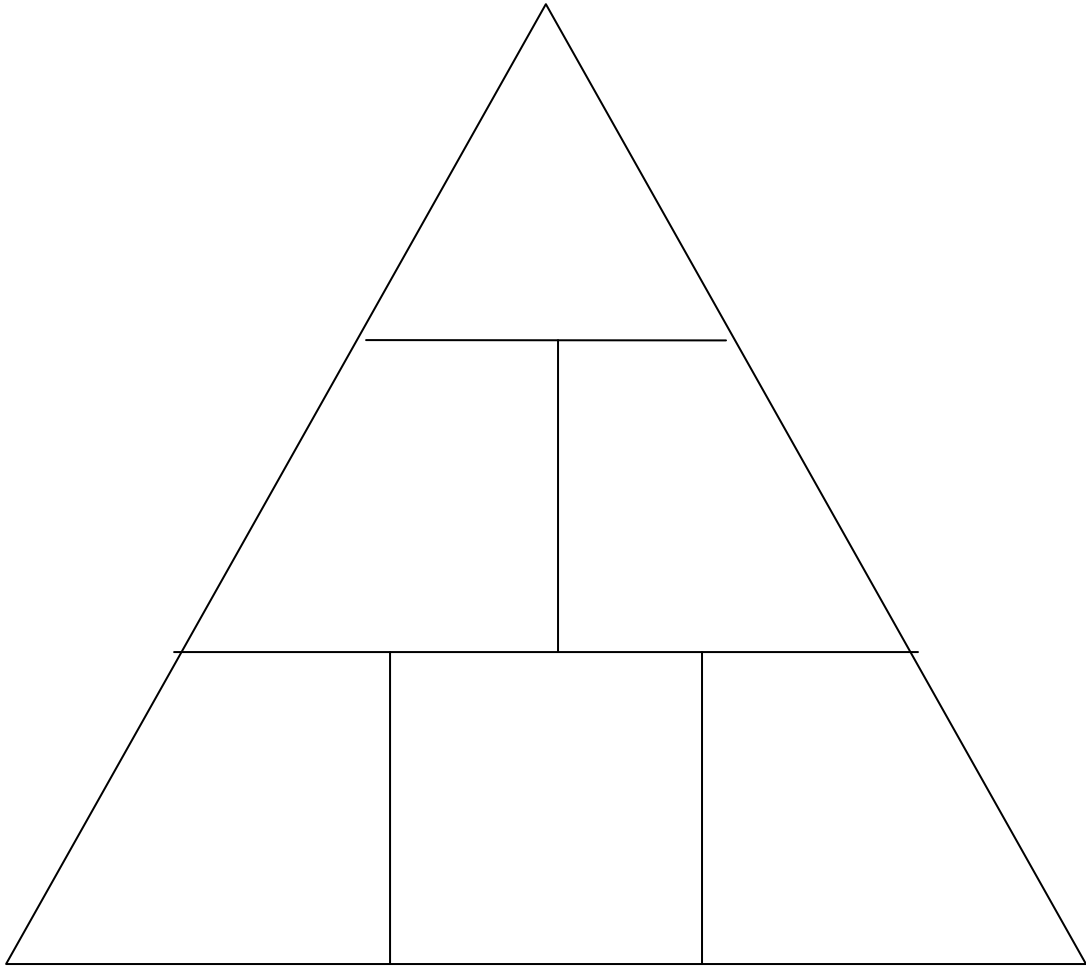
1. Select the passage to be read.
2. Make a copy of the graphic organizer (3-5-2) for each student.

Lesson Plan:

1. Have students read the selection.
2. Hand out the graphic organizer.
3. On the bottom row, students should write the 3 most important things they learned about the topic.
4. On the second tier, they should write 2 questions they still have about the topic as a result of the reading.
5. On the top tier, students should write one way the new content connects to material previously learned. (Alternate option: Students write one way the new content connects to them personally.)
6. Have students share.

Adapted from a workshop conducted by Daniel R. Moirao for the Academically Gifted Department of the Wake County Public School System in November, 2006.

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Benefits:

- Students focus on essential elements
- Encourages students to process information
- Leads to discussion at a higher level
- Encourages students to make connections

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> - Use questions posed by students to inform upcoming instruction - Use posed questions to redirect learning and clear up misconceptions - Use graphic organizer as pre-writing exercise - Review for quiz or test - Making connections in content areas - Formative assessment - Interpret text - Review content - Preparation for seminar - Student self evaluation of understanding of the text - Could be used as a review activity - Revisit text 	<ul style="list-style-type: none"> - Appeals to different learning styles - Open-ended responses - Flexible grouping - Differing entry points for students - Opportunity for higher-level connections, complexity, and challenge - Tiered activity - Scaffolded support - Learning center/ station (different texts at different stations) - Group investigations/ student interest - Varied questioning - Varied texts and materials
Content-Area Examples Collected from Workshop Participants	
<p>English:</p> <ul style="list-style-type: none"> - Used with challenging reading material to activate prior knowledge (ex. <i>The Odyssey</i>) - Effective in pointing out main ideas, asking essential questions, and relating ideas to current events <p>Chemistry:</p> <ul style="list-style-type: none"> - As a review of solutions 	<p>Art:</p> <ul style="list-style-type: none"> - Used in a unit on shape and form using Non-Western and Western Art <p>Math:</p> <ul style="list-style-type: none"> - Used as a strategy to discuss a graded assignment or quiz and assist in reteaching. Successfully focused student attention on something already graded.